

**TEACHER'S STRATEGIES IN OVERCOMING STUDENT'S SPEECH ERRORS AT
THE 10TH GRADE IN SMAN 3 SRAGEN**



RESEARCH PAPER

**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

by

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FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2018

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TESTIMONY

I hereby assert that there is no plagiarism in this research paper. There is no other work that has been submitted to obtain the bachelor degree. As far as I am concerned there is no opinion that has been written or published before, except the written references which are referred in this research paper and mentioned in bibliography.

If any incorrectness is proved in the future dealing with my statement above, I will be fully responsible.

Surakarta, 5th January 2018

The writer,



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A320130184

MOTTO

“Success Needs a Process.”

“By Teaching You Will Learn, by Learning You Will Teach”

DEDICATION

This research paper is dedicated to:

1. My beloved father, Sumardi, and my beloved mother, Sukini
2. My beloved brother, Yoga Budi Setyawan,
3. All of my beloved family,
4. My beloved friends,
5. Muhammadiyah University of Surakarta.

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Wassalamu'alaikum Wr. Wb.

Surakarta, January 2018
The Writer,

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**WORD DESY K. A320130184. TEACHER'S STRATEGIES IN
OVERCOMING STUDENT'S SPEECH ERRORS
AT THE 10TH GRADE IN SMAN 3 SRAGEN**

ABSTRACT

This research aimed at explaining the teacher's strategies in overcoming student's speech errors at the 10th grade in SMAN 3 Sragen, the objectives of the study are: 1) to describe the teacher's strategies in overcoming student's speech errors at the 10th grade in SMAN 3 Sragen, 2) to describe the problems faced by the student's in learning speech errors at the 10th grade in SMAN 3 Sragen. The type of this research is descriptive qualitative research. The data sources of this study are from the observation at the class and document. The method of collecting data in this study is interviewing, and recording. The research findings showed that the teacher's strategies in overcoming speech errors has types. The speech errors are derived into two types, i.e. Non-fluency and Slips of the Tongue. Non-fluency is classified into 5 types; they are: (1) Repetitions (Rpt), (2) False Starts (FS), (3) Pauses (P), (4) Corrections (Cr), (5) stutters (St). The researcher found that there are 3 times the students have in repetitions, in false starts the students found 2 words in the text, the student made 8 times in silent pauses also 2 times in filled pauses, in corrections the students made 5 times, and the last the students made 2 times in stutters. In the slips of tongue, the researcher found that students do not have difficulty in receiving words about the English given by the teacher. The researcher had to explain what the strategies to overcome students in errors speaking. The students use the dictionary to find the correct pronunciation of words in the text, when they work in groups. Before the students consult the dictionary, the teacher give the explanation about the sounds of symbols, and give the example. The teacher also give the explanation about the pronunciation practice to the students. The teacher give the audio lingual for the learning process of English especially in speaking skill.

Keyword: learning, speech errors, grammar

ABSTRAK

Penelitian ini bertujuan untuk menjelaskan strategi guru dalam mengatasi kesalahan ujaran siswa di kelas 10 di SMAN 3 Sragen, tujuan dari penelitian ini adalah: 1) mendeskripsikan strategi guru dalam mengatasi kesalahan ujaran siswa di kelas 10 di SMAN 3 Sragen, 2) untuk menggambarkan masalah yang dihadapi siswa dalam kesalahan ujaran berbicara di kelas 10 di SMAN 3 Sragen. Jenis penelitian ini adalah penelitian deskriptif kualitatif. Sumber data penelitian ini adalah dari observasi di kelas dan dokumen lainnya. Metode pengumpulan data dalam penelitian ini adalah wawancara, pencatatan, dan membuat kesimpulan. Peneliti menemukan bahwa penelitian yang dilakukan strategi guru dalam mengatasi kesalahan ujaran memiliki jenis kesalahan ujaran, kesalahan ujaran diturunkan menjadi dua jenis, yaitu Ketidakmampuan dan Slips Lidah. Ketidakmampuan dikelompokkan menjadi 5 jenis; Mereka adalah: (1) Pengulangan (Rpt), (2) False Starts (FS), (3) Jeda (P), (4) Koreksi (Cr), (5) gagap (St). Peneliti menemukan bahwa ada 3 kali siswa dalam pengulangan, pada awal yang salah, siswa menemukan 2 kata dalam teks, siswa tersebut membuat 8 kali dalam diam dan 2 jeda dalam jeda yang terisi, dalam koreksi yang dilakukan siswa sebanyak 5 kali, dan terakhir siswa membuat 2 kali di gagap. Dalam slip lidah, peneliti menemukan bahwa siswa tidak mengalami kesulitan dalam menerima kata-kata tentang bahasa Inggris yang diberikan oleh guru. Peneliti harus menjelaskan apa strategi untuk mengatasi kesalahan siswa dalam berbicara. Para siswa menggunakan kamus untuk menemukan pengucapan kata-kata yang benar dalam teks, saat mereka bekerja dalam kelompok. Sebelum siswa berkonsultasi dengan kamus, guru memberikan penjelasan tentang suara simbol, dan memberi contoh. Guru juga memberikan penjelasan tentang praktik mengucapkan ungkapan kepada para siswa. Guru memberikan audio lingual untuk proses belajar bahasa Inggris terutama dalam kemampuan berbicara.

Kata kunci : pembelajaran, kesalahan pengucapan, gramatikal